

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-21-01-06-0015  
 Name: John Jay Senior High School  
 Principal: Paul Tobin

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	485	519	509
Tenth	474	495	513
Eleventh	469	487	522
Twelfth	483	443	462
Ungraded Secondary	53	4	0
Total K-12 Enrollment	1964	1948	2006

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	89	4.5%	82	4.2%	95	4.7%
Black (Not Hispanic)	74	3.8%	78	4.0%	87	4.3%
Hispanic	100	5.1%	102	5.2%	119	5.9%
White (Not Hispanic)	1701	86.6%	1686	86.6%	1705	85.0%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	26	27
Mathematics Grade 10	21	22	19
Science Grade 10	25	26	26
Social Studies Grade 10	24	25	27

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	32	1.6%	40	2.1%	58	2.9%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.2%		93.7%		95.2%
Student Suspensions	204	10.6%	215	11.0%	425	21.8%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.8%	1.9%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	98%

### Staff Counts

Staff	2004-05
Total Teachers	128
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	396	406	399
	Regents Diplomas	283	406	374
	% Regents Diplomas	71%	100%	94%
	Regents Diplomas with Advanced Designation**			212
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	41	5	1
	Regents Diplomas	11	5	1
	% Regents Diplomas	27%	100%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	9	0	6
<b>All Students</b>	Total Graduates*	437	411	400
	Regents Diplomas	294	411	375
	% Regents Diplomas	67%	100%	94%
	Regents Diplomas with Advanced Designation**			212
	% Regents Diplomas with Advanced Designation			53%
	IEP Diplomas or Local Certificates	9	0	6

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	206	164	2	4	19	0	0	4
	<b>Percent</b>	52%	41%	1%	1%	5%	0%	0%	1%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	0	0	0	0
	<b>Percent</b>	0%	100%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	206	165	2	4	19	0	0	4
	<b>Percent</b>	52%	41%	1%	1%	5%	0%	0%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	42		35	2.0%	34	1.9%
	Entered GED Program*	3		10	0.6%	10	0.6%
	Total Noncompleters	45		45	2.6%	44	2.5%
<b>Students with Disabilities</b>	Dropped Out	15		12	6.3%	9	4.1%
	Entered GED Program*	3		5	2.6%	5	2.3%
	Total Noncompleters	18		17	8.9%	14	6.4%
<b>All Students</b>	Dropped Out	57	2.9%	47	2.4%	43	2.2%
	Entered GED Program*	6	0.3%	15	0.8%	15	0.8%
	Total Noncompleters	63	3.2%	62	3.2%	58	2.9%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	487
	Number of Students with Disabilities	0	0	63
	Number of All Students	0	0	550
	Percent of Enrollment	0%	0%	27%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	2	#
Science	0	0%	3	#	1	#
Reading	0	0%	4	#	4	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	54	93%	57	95%	51	76%
Science	0	0%	41	73%	6	67%
Reading	0	0%	1	#	12	58%
Writing	3	#	1	#	12	100%
Global Studies	7	86%	7	71%	12	42%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	435	439	445	34	33	37
Number Scoring 55-100	428	431	436	33	31	32
Number Scoring 65-100	414	407	414	30	29	27
Number Scoring 85-100	219	240	225	7	6	4
Percentage of Tested Scoring 55-100	98%	98%	98%	97%	94%	86%
Percentage of Tested Scoring 65-100	95%	93%	93%	88%	88%	73%
Percentage of Tested Scoring 85-100	50%	55%	51%	21%	18%	11%
<b>Mathematics A</b>						
Number Tested	543	488	540	54	47	56
Number Scoring 55-100	477	481	534	38	43	52
Number Scoring 65-100	434	451	509	29	37	38
Number Scoring 85-100	119	168	171	4	3	7
Percentage of Tested Scoring 55-100	88%	99%	99%	70%	91%	93%
Percentage of Tested Scoring 65-100	80%	92%	94%	54%	79%	68%
Percentage of Tested Scoring 85-100	22%	34%	32%	7%	6%	12%
<b>Mathematics B</b>						
Number Tested	67	221	248	1	3	1
Number Scoring 55-100	67	218	234	#	#	#
Number Scoring 65-100	64	211	206	#	#	#
Number Scoring 85-100	19	89	37	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	94%	#	#	#
Percentage of Tested Scoring 65-100	96%	95%	83%	#	#	#
Percentage of Tested Scoring 85-100	28%	40%	15%	#	#	#
<b>Global History and Geography</b>						
Number Tested	441	502	500	29	51	58
Number Scoring 55-100	422	482	478	26	42	45
Number Scoring 65-100	402	452	442	22	30	33
Number Scoring 85-100	223	255	216	5	10	8
Percentage of Tested Scoring 55-100	96%	96%	96%	90%	82%	78%
Percentage of Tested Scoring 65-100	91%	90%	88%	76%	59%	57%
Percentage of Tested Scoring 85-100	51%	51%	43%	17%	20%	14%
<b>U.S. History and Government</b>						
Number Tested	420	422	469	32	34	40
Number Scoring 55-100	406	415	461	30	34	36
Number Scoring 65-100	403	402	443	30	31	31
Number Scoring 85-100	295	306	328	15	18	12
Percentage of Tested Scoring 55-100	97%	98%	98%	94%	100%	90%
Percentage of Tested Scoring 65-100	96%	95%	94%	94%	91%	78%
Percentage of Tested Scoring 85-100	70%	73%	70%	47%	53%	30%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	441	478	499	20	47	53
Number Scoring 55-100	424	460	487	19	42	47
Number Scoring 65-100	407	428	453	18	34	38
Number Scoring 85-100	140	142	140	3	4	2
Percentage of Tested Scoring 55-100	96%	96%	98%	95%	89%	89%
Percentage of Tested Scoring 65-100	92%	90%	91%	90%	72%	72%
Percentage of Tested Scoring 85-100	32%	30%	28%	15%	9%	4%
<b>Physical Setting/Earth Science</b>						
Number Tested	398	423	403	32	41	47
Number Scoring 55-100	344	365	363	20	30	38
Number Scoring 65-100	311	306	283	14	19	26
Number Scoring 85-100	105	67	75	4	1	5
Percentage of Tested Scoring 55-100	86%	86%	90%	62%	73%	81%
Percentage of Tested Scoring 65-100	78%	72%	70%	44%	46%	55%
Percentage of Tested Scoring 85-100	26%	16%	19%	12%	2%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	210	274	232	6	6	1
Number Scoring 55-100	200	269	228	6	5	#
Number Scoring 65-100	169	218	205	4	5	#
Number Scoring 85-100	32	49	45	0	2	#
Percentage of Tested Scoring 55-100	95%	98%	98%	100%	83%	#
Percentage of Tested Scoring 65-100	80%	80%	88%	67%	83%	#
Percentage of Tested Scoring 85-100	15%	18%	19%	0%	33%	#
<b>Physical Setting/Physics</b>						
Number Tested		71	143		0	2
Number Scoring 55-100		60	132		0	#
Number Scoring 65-100		49	107		0	#
Number Scoring 85-100		4	37		0	#
Percentage of Tested Scoring 55-100		85%	92%		0%	#
Percentage of Tested Scoring 65-100		69%	75%		0%	#
Percentage of Tested Scoring 85-100		6%	26%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	41	46	27	2	1	0
Number Scoring 55-100	41	46	26	#	#	0
Number Scoring 65-100	39	45	26	#	#	0
Number Scoring 85-100	26	38	22	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	96%	#	#	0%
Percentage of Tested Scoring 65-100	95%	98%	96%	#	#	0%
Percentage of Tested Scoring 85-100	63%	83%	81%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	51	49	73	1	1	2
Number Scoring 55-100	50	49	73	#	#	#
Number Scoring 65-100	49	49	72	#	#	#
Number Scoring 85-100	39	32	38	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	100%	99%	#	#	#
Percentage of Tested Scoring 85-100	76%	65%	52%	#	#	#
<b>Comprehensive German</b>						
Number Tested	14	15	19	0	0	0
Number Scoring 55-100	14	15	19	0	0	0
Number Scoring 65-100	14	15	19	0	0	0
Number Scoring 85-100	9	11	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	64%	73%	63%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	178	198	180	4	4	2
Number Scoring 55-100	175	197	178	#	#	#
Number Scoring 65-100	174	196	174	#	#	#
Number Scoring 85-100	129	137	107	#	#	#
Percentage of Tested Scoring 55-100	98%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	98%	99%	97%	#	#	#
Percentage of Tested Scoring 85-100	72%	69%	59%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)



## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

### 2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	417	417	417	17	17	17	434	434	434
Number Scoring 55–64	8	15	13	4	4	3	12	19	16
Number Scoring 65–84	179	86	216	5	5	8	184	91	224
Number Scoring 85–100	211	297	173	3	2	1	214	299	174
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)